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ABSTRACT

This transition planning guide is intended as a resource for parents of severely handicapped students approaching or at the legal age for leaving public school services and entering community services. The guide was developed after a 2-year transition project, Project Impact, revealed common concerns and questions which parents and teachers expressed regarding transition. The guide defines transition and includes a copy of the Individual Transition Plan designed by Project Impact. Three basic steps are outlined for transition planning: developing a checklist of transition planning activities; gaining a knowledge of local available services; and learning procedures for obtaining community services. A timeline based on the child's chronological age is presented as a guideline for what parents should be doing to help their child make the transition process. Suggestions for exploring such community services as transportation options, leisure-recreation programs, and independent living programs are offered. (CB)

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TRANSITION PLANNING GUIDE
FOR PARENTS OF
SPECIAL EDUCATION STUDENTS

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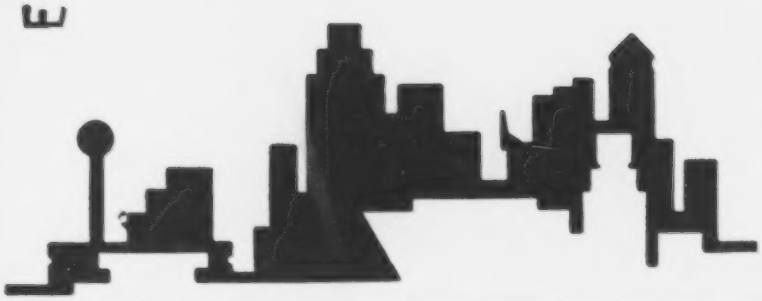

DISD COMMUNITY TRANSITION MODEL

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DALLAS INDEPENDENT SCHOOL DISTRICT

Your individually designed TRANSITION PLANNING PACKET contains a great deal of important planning information which the Transition Liaison, or other special education staff, will discuss with you in person. This TRANSITION PLANNING GUIDE will outline the entire transition process for you as a reference for your future planning for your son or daughter.

Transition is "the passing from one condition, stage, activity, or place to another." Transition for our severely handicapped students is "bridging the gap between school and community services." Our goal is to work with you, the parent, to find program alternatives for your son/daughter so that when he/she is no longer eligible for public school services (age 21-22, depending on birthdate) there will be appropriate functional activities and programs available for your handicapped son/daughter. "Transition" is not a new term but you will be hearing more and more about it throughout the course of your son/daughter's secondary school career. Efforts to effect a smooth transition between public school and community based services for severely handicapped young adults is a national and state emphasis in planning for special education students.

The next page is a copy of DISD'S Individualized Transition Plan. It outlines important steps in the process of transition of your son/daughter through the last five to six years of public school eligibility. Components of this Individual Transition Plan, or ITP, will become clearer to you as Special Education staff review your TRANSITION PLANNING PACKET to you. Take a minute to review the ITP and then continue reading to page 3.

INDIVIDUALIZED TRANSITION PLAN

Project IMPACT

Dallas Independent School District

Student _____ D.O.B. _____ I.D. _____ Student Service # _____

	SERVICE GOAL	RESPONSIBLE PROVISION	Student's Age or Remaining Years in School 17 19__ / 18 19__ / 19 19__ / 20 19__ / 21 19__ / 22 19__	DATE SERVICE PROVIDED	COMMENTS
1. Orientation to Transition	Parent Conference: Transition Transition Packet: Resource Agency Services and Visits Student Interview/Observation	Transition Specialist			
2. Comprehensive Assessments	Re-Evaluation Vocational Assessments Release of DISD records	Assessment Specialists			
3. Ancillary Services	SSI _____ Guardianship: ARC _____ _____	Parent/S.S. Adm. Parent/ARC			
	Leisure Time Activity _____ _____ _____	Parks and Rec. Dept./ Parent/ARC			
	Independent Living _____	Parent/MHMR/ ARC/			
	Equipment/Vocational Sponsorship _____ _____ _____	TRC/Parent			
4. Pre-staffing	Agency Visits Agency Intake Form Review of Evaluations	Parent Parent Agency/DISD			
5. Placement	Agency: _____ _____ Transportation _____ _____	Transition Specialist DISD Other transportation providers			

_____ Administrator _____ Student _____ Transition Specialist _____ Assessment Specialist

_____ Parent Signature _____ Teacher _____ Date of Plan

Using the ITP from Page 2 as a guideline:

WHEN YOUR SON/DAUGHTER IS	YOU SHOULD	WITH THE HELP OF
1-16	Start becoming knowledgeable of services available to you.	Public School Special Education Personnel
	Realize that public school services are free and mandated by law for severely handicapped school aged individuals.	
	Begin observing what's available in the community to meet your son/daughter's needs.	ARC Community Agencies
	Ask yourself if appropriate services are available or not.	
16-18	Become aware that your son/daughter is nearing the end of public school eligibility and will need appropriate programming from community based services.	Transition Liaision Special Education Staff
	Start working with DISD's Transition Liaision, or other Special Education staff, for an Orientation to Transition.	
	Investigate general community services such as MHMR, Social Security, Parks and Recreation. ARC, for example, is an excellent supportative resource.	MHMR Dallas Parks & Recreation Department ARC,TRC
	Realistically look at your son/daughter's strengths and weaknesses.	Public School Staff
	Talk with other parents. See if their concerns are very similar to yours.	
18-19	Seriously begin thinking about long term goals for your son/daughter. We're talking about when he/she reaches age 25, 35, 45, and so on.	Transition Liaison
	Begin formal development of the Individual Transition Plan.	Transition Liaison
	Finalize guardianship plans.	ARC/Other
	Be knowledgeable of ancillary services for resources, leisure programs, independent living (residential), and vocational sponsorship.	Community Agencies/ DISD Staff
20-21	Begin formal agency visits.	Transition Liaison
	Participate in prestaffing and staffing conferences.	Community Agencies
	Watch your son/daughter's progress and become involved with your selected community program.	
	While supporting existing programs, never stop looking for alternatives to improve the quality of life for your young adult.	

Transition Planning can be seen as three basic steps:

1) Developing a checklist of transition planning activities.
2) Gaining a knowledge of local available services.
3) Learning procedures for obtaining community services.

The Individual Transition Plan (page 2) is a checklist for your transition planning activities. Dallas has many community service agencies with differing entry processes. We will make you aware of available appropriate programs to help you in making your transition decisions. This will inlcude agency visits, seeking solutions to transportation barriers, leisure recreation programs, and future planning for independent living. The following are some activities which we've found important in making successful transitions from public school to community programs.

AGENCY VISITS

1. Identify sheltered workshops or day activity programs.
2. Begin visiting agencies when your son/daughter is 19 or 20.
3. Visit 2-3 agencies.
4. Ask agencies these questions:

-What is the daily schedule?
-What services are provided? (like speech therapy, etc.)
-What is the client/staff ratio?
-What fees are assessed?
-Does the agency have its own transportation?
-If not, what transportation options are used by other clients?
-What do the clients do for lunch?
-What are the hours of the program?
-What special activities do they have?

TRANSPORTATION

Transportation will probably be the most important factor in deciding on an agency placement because your son/daughter needs a way to get to work after graduation from public schools. EXPLORE the options:

DART transportation services:
1. Handirides - $1 a day
2. City bus - reduced fare

Agency transportation (limited)

Family member providing transportation

Carpooling with others at agency (limited)

LEISURE-RECREATION PROGRAMS

1. Look at how your son/daughter uses free time.

2. What interests does your son/daughter have?

3. Is you son/daughter sharing these interests with anyone outside of the family?

4. What bad habits does he/she have that better use of free time might help or eliminate?

5. Help son/daughter with new "out of the home" experiences.

6. Explore your options (for example):
   -Backman Recreation Center
   -Churches
   -Dallas Park and Recreation Department
   -Association for Retarded Citizens
   -Dallas Center for Independent Living

INDEPENDENT LIVING

1. Think about skills one needs to live independently.

2. Look at the skills your son/daughter needs to become more independent.

3. Assist son/daughter in acquiring needed skills.
   -Self care
   -Financial (handling money)
   -Social

4. Look at all options:
   -Group homes
   -Community based programs for group living
   -Other family members
   -Institutions

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TRANSITION PLANNING GUIDE FOR PARENTS OF SPECIAL EDUCATION STUDENTS

Abstract

This parent planning guide for transition was developed as a resource for parents of severely handicapped students who are at the legal age of leaving public school services and for other parents of secondary age students to develop an awareness of the need to prepare for transition. The guide was developed after a two year transition project, Project Impact, revealed common concerns and questions which parents and teachers expressed regarding transition. Included in the guide are definitions of transition, an individual transition plan, activities and time-lines, and pre-transition activities.